WEST PELZER ELEMENTARY

10 Stewart Street
West Pelzer, South Carolina 29669

GRADES	PK-5 Elementary School	
ENROLLMENT	309 Students	
PRINCIPAL	Dr. Stacy Hashe	864-947-6424
SUPERINTENDENT	Dr. Wayne Fowler	864-847-7344
BOARD CHAIR	Mr. Fred Alexander	864-947-9346

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD — 2004

ABSOLUTE RATING: | **GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	60	8	1	0

IMPROVEMENT RATING: | **UNSATISFACTORY**

ADEQUATE YEARLY PROGRESS: | **YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

Performance Trends Over 4-Year Period

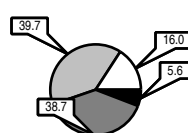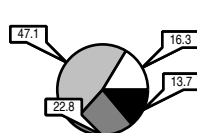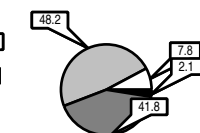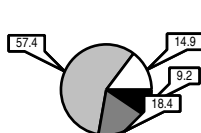|	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

Definitions of District Rating Terms

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

Percent of Student Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2003-04 whose 2002-03 test scores were located.   63.3%

Palmetto Achievement Challenge Tests (PACT)

Our School

57.4   14.9   9.2   18.4
Mathematics

48.2   7.8   2.1   41.8
English/Language Arts

Elementary Schools with Students like Ours

47.1   16.3   13.7   22.8
Mathematics

39.7   16.0   5.6   38.7
English/Language Arts

Definition of Critical Terms

■	**Advanced**	Very high score; very well prepared to work at next grade level; exceeded expectations
■	**Proficient**	Well prepared to work at next grade level; met expectations
■	**Basic**	Met standards; minimally prepared, can go to next grade level
□	**Below Basic**	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	147	98.6	7.8	48.2	41.8	2.1	53.2	Yes	Yes
Gender									
Male	77	98.7	9.5	48.6	41.9	0.0	47.3		
Female	70	98.6	6.0	47.8	41.8	4.5	59.7		
Racial/Ethnic Group									
White	134	98.5	8.4	48.9	40.5	2.3	52.7	Yes	Yes
African-American	10	100.0	0.0	37.5	62.5	0.0	0.0	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	120	98.3	6.9	47.4	43.1	2.6	56.0		
Disabled	27	100.0	12.0	52.0	36.0	0.0	40.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	147	98.6	7.8	48.2	41.8	2.1	53.2		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	145	98.6	7.9	48.6	41.4	2.1	52.9		
Socio-Economic Status									
Subsidized meals	59	98.3	7.3	52.7	38.2	1.8	47.3	Yes	Yes
Full-pay meals	87	98.9	8.1	45.3	44.2	2.3	57.0		
Mathematics - State Performance Objective = 15.5%									
All Students	147	98.6	14.9	57.4	18.4	9.2	52.5	Yes	Yes
Gender									
Male	77	98.7	14.9	60.8	16.2	8.1	48.6		
Female	70	98.6	14.9	53.7	20.9	10.4	56.7		
Racial/Ethnic Group									
White	134	98.5	14.5	58.0	18.3	9.2	52.7	Yes	Yes
African-American	10	100.0	25.0	50.0	12.5	12.5	0.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	120	98.3	10.3	56.9	22.4	10.3	60.3		
Disabled	27	100.0	36.0	60.0	0.0	4.0	16.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	147	98.6	14.9	57.4	18.4	9.2	52.5		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	145	98.6	15.0	57.1	18.6	9.3	52.1		
Socio-Economic Status									
Subsidized meals	59	98.3	18.2	61.8	14.5	5.5	47.3	Yes	Yes
Full-pay meals	87	98.9	12.8	54.7	20.9	11.6	55.8		

Definition of Adequate Yearly Progress

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Grade Level

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	43	100.0	4.9	24.4	61.0	9.8	70.7
	Grade 4	47	100.0	20.9	46.5	32.6	N/A	32.6
	Grade 5	55	100.0	18.4	59.2	16.3	6.1	22.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	53	96.2	7.8	43.1	43.1	5.9	49.0
	Grade 4	48	100.0	8.7	52.2	39.1	N/A	39.1
	Grade 5	46	100.0	10.9	63.0	26.1	N/A	26.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	43	100.0	4.9	41.5	22.0	31.7	53.7
	Grade 4	47	100.0	18.6	41.9	32.6	7.0	39.5
	Grade 5	55	100.0	26.5	46.9	20.4	6.1	26.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	53	96.2	15.7	62.7	21.6	N/A	21.6
	Grade 4	48	100.0	13.0	45.7	23.9	17.4	41.3
	Grade 5	46	100.0	19.6	60.9	8.7	10.9	19.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data
N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 309)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.9%	Up from 3.0%	2.5%	2.7%
Attendance rate	95.7%	Up from 95.0%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.7%		3.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.7%		2.6%	3.5%
Eligible for gifted and talented	20.3%	Down from 22.9%	19.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.3%	Down from 11.0%	7.7%	8.2%
Older than usual for grade	1.3%	Up from 1.0%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	36.0%	Down from 43.5%	54.4%	51.4%
Continuing contract teachers	96.0%	Up from 87.0%	90.3%	87.5%
Highly qualified teachers**	100.0%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.7%	Down from 91.8%	89.2%	86.7%
Teacher attendance rate	95.5%	Up from 95.1%	95.1%	94.9%
Average teacher salary	$39,205	Up 0.5%	$41,734	$40,760
Prof. development days/teacher	8.5 days	Up from 6.5 days	11.4 days	12.4 days
School				
Principal's years at school	6.0	No change	5.0	4.0
Student-teacher ratio in core subjects	26.9 to 1	Up from 20.6 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.8%	Up from 89.9%	90.5%	90.0%
Dollars spent per pupil*	$6,511	Up 12.2%	$5,671	$6,044
Percent of expenditures for teacher salaries*	60.1%	Down from 61.2%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data
N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

Report of Principal and School Improvement Council

West Pelzer Elementary started the 2003-2004 school year with the theme: "Sailing into the A, B, Seas." Our nine-week themes included: "Lighthouse Literacy," "S.S. Ship to Shore," "Seashore Science," and "Marine Math." Our morning television announcements allowed all students to share interesting facts about our ocean animals and plants. Our students had an opportunity to sample different seafood at the end of the year.

Arts instruction was enriched through strings instruction, a summer arts program (CREATE), piano camp, our annual art gallery, and integrated arts lessons in our regular classes. We had received a distinguished arts grant from the SC State Department of Education entitled "All Keyed Up to Infuse the Arts" the previous school year. This allowed us to purchase a MIDI piano keyboarding lab where we scheduled all third-, fourth-, and fifth-grade students. "Urchin to Be a Star" was our very first talent show and the "stars" made it a success.

Literature Field Day encouraged all students to dress as their favorite storybook character as they rotated throughout the day to storybook tellers and a book walk. Our fifth grade BETA students, their sponsor, and parent volunteers made the day a success. We continued our "Celebrity Readers" that promotes our reading program by inviting our school community to come in and read to our students. A Science Soiree was held for parents and students to work through science experiments together.

Service learning projects and community involvement raised money as well as volunteer hours. We participated in a fall food drive, Jump Rope for Heart, and an Earth Day project. Palmetto Pride entertained us through a marionette play which promoted anti-littering. Our guidance program brought classroom lessons to promote character education. Kidspeak provided opportunities to students and parents to voice their opinions on issues.

Mount Vernon Mills and McDonald's are our school's business partners. Mount Vernon Mills held its annual golf tournament with all proceeds going to the school. The school has benefited tremendously through the generosity of Mount Vernon, and McDonald's continues to help with the Ronald McDonald program. West Pelzer's PTO and SIC worked hard to find resources to help reach our school goals.

Our mission is to provide challenging expectations that encourage continuous improvement for students to become productive, self-directed, and lifelong learners. Our staff, students, and parents are proud to be an Exemplary Writing School and to have received an "Excellent" for the 2001 and 2002 School Report Cards and a "Good" rating for the 2003 School Report Card.

Written by the School Improvement Council Chairman, Ann Cothran and Principal, Stacy Hashe

Evaluations by Teachers, Students, and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	41	29
Percent satisfied with learning environment	100.0%	92.7%	86.2%
Percent satisfied with social and physical environment	100.0%	82.9%	89.3%
Percent satisfied with home-school relations	85.7%	95.1%	69.0%

*Only students at the highest elementary school grade level at this school and their parents were included.